

Summer 2010

English Language Arts Summer Learning Packet Grades K-2

**English Language Arts
Grades K-2**
Suggested activities for students

Introduction

These take-home activities are designed to support reading over the summer. The most important thing you can do to help your children become better students is to read aloud to them and encourage them to read on their own. In addition to the *Make a Splash* book list that the DC Public Library has available at all branches and online at <http://www.dclibrary.org/summerreading>, we encourage you and your child to find other reading material that is of interest in order to foster a love of reading. Throughout this packet, you will find guidance on choosing a “just right” book for your students and supplemental activities that your children can complete after reading books. Enjoy!

Five Finger Rule

Sometimes it is difficult for children to decide if a book is too easy or too hard. Here is a test to help them decide. Help the child follow these simple steps:

- 1) Choose a page near the middle of the book to read.
- 2) Read the page.
- 3) Put out one finger every time you come to a word you do not know.
- 4) When you get to the end of the page, count how many fingers you have up.

0 or 1 finger: Easy

2 or 3 fingers: Just right!

4 or 5 fingers: Too hard. Read this with an adult or choose a different book today.



Tips for Reading Aloud With a Child

Before you Begin to Read:

- Point out the title, author, and illustrator
- Look at the cover and ask, “What do you think this book will be about?”
- Take a *picture walk* – without reading any of the words, look through the pictures in the book and describe what you see

While Reading:

- Use expression!
- Point to the words as you read
- Stop to ask questions:
 - “What do you think will happen next?”
 - “How do you think (name of character) feels?”
 - “What does this part remind you of?”
- Stop to notice features in words, if appropriate (e.g., short vowels, capital letters, silent-e, compound words, contractions, etc.)
- Stop to notice sight words (see Sight Word List on page 4)

After Reading:

- Make personal connections with the book (e.g., “What did the story remind you of?”)
- Retell the story (first/next/last or beginning/middle/end)
- “What do you think could happen next?”
- Act out the story
- Change one element of the story to make a new story (e.g., change the pumpkin carriage in *Cinderella* to a sports car)
- Record yourself reading one of your child’s favorite books

Sight Words

Sight words are commonly used words that cannot be sounded out easily. Below you'll find lists of common sight words for grades K-2. You can practice these words with your child using the following activities:

- Find these words in books that you read together
- Write the words on a piece of paper and have your child trace the letters while saying each letter name
- Play Scrabble and encourage your child to create some of these sight words
- Have your child draw a picture and/or write a sentence that goes along with each word
- Change the words to a familiar nursery rhyme to help learn the sight words. For example, learn "her" by changing the words of "Mary Had a Little Lamb" to, "H-E-R spells HER, HER, HER."
- Play Concentration: Sight word concentration cards can easily be made using index cards. Write each word on two cards, shuffle, and lay face down to play. Each player can turn over two cards per turn. If the cards match, the player gets to keep them. The player with the most matches by the end of the game wins.
- Print out flashcards and activities for each word list:
<http://www.k12reader.com/dolch-word-list/>

Kindergarten: a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you, all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes

1st Grade: after, again, an, any, as, ask, by, could, every, fly, from, give, giving, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when

2nd Grade: always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your

3rd Grade: about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm

List of Common Nouns: apple, baby, back, ball, bear, bed, bell, bird, birthday, boat, box, boy, bread, brother, cake, car, cat, chair, chicken, children, Christmas, coat, corn, cow, day, dog, doll, door, duck, egg, eye, farm, farmer, father, feet, fire, fish, floor, flower, game, garden, girl, good-bye, grass, ground, hand, head, hill, home, horse, house, kitty, leg, letter, man, men, milk, money, morning, mother, name, nest, night, paper, party, picture, pig, rabbit, rain, ring, robin, Santa Claus, school, seed, sheep, shoe, sister, snow, song, squirrel, stick, street, sun, table, thing, time, top, toy, tree, watch, water, way, wind, window, wood

Oral Activities

Children need to be able to talk about the books they read in order for us to determine whether they understand the story. In addition, pre-reading skills focus on recognizing the sounds in words before reading the letters. The following activities can develop these skills.

- Ask your child to talk about an experience that they had during the day using the words *first*, *next*, *last*. Encourage them to use detail and recount the activities in correct order.
- After reading a story, ask your child to tell you what happened in the story using the words *first*, *next*, *last* or *beginning*, *middle*, *end*
- Make predictions with your child about what could happen next in a story or in real life
- Encourage your child to ask questions about a book or real life experiences. Incorporate question words such as *who*, *what*, *where*, *when*, *why*, and *how*
- Compare characters in different stories
- Make connections with a story – ask your child if a story reminded him of anything in his or own life, or of another story that he or she has read
- Talk about the problem and solution in stories and in real life
- *I Spy* – In addition to details about the object, incorporate word sounds into the game (e.g. “I spy something beginning with /s/.”)
- Word and Sound games:
 - Take away sounds – *What’s left if I take away the /r/ in run?*
 - Students list things that they like based on the first sound of their name (e.g., “My name is Mark and I like monkeys and mice.”)
 - Ask which sound is the same in two words (e.g., “Which sound is the same in the words *peach* and *pineapple*? Which sound is the same in the words *bat* and *sit*?”)
 - Clap the number of syllables in words

Your child can use this graphic organizer to put ideas in order. After reading a story, your child can draw a picture of what happened first, next, and last and then write a few sentences about it. Your child can also use this organizer to write about real life experiences such as a trip to the grocery store or something that happened at the park. Even the youngest of students can engage in writing activities by drawing pictures to express their ideas and attempting to spell words according to the sounds that they hear.

First	<hr/> <hr/> <hr/> <hr/>
Next	<hr/> <hr/> <hr/> <hr/>
Last	<hr/> <hr/> <hr/> <hr/>

Use this graphic organizer for your child to write a friendly letter. Friendly letters can be written to a friend or relative recommending (or not recommending) a book, to a classmate about what the student is doing over the summer, or to an author of a book.

Date _____

Dear _____,

Sincerely,

Use writing paper like this for your child to draw a picture and write a few sentences about a topic that you decide on together.
